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Formative Assessment for Montana Educators: Classroom Instruction



An Online Class
Presented by the Office of Public
Instruction
Summer 2012
Judy Snow, State Assessment Director

Facilitators



- Stevie Schmitz, Class and Learning Community Facilitator
- Alisia Landis, Registration and Technology Manager
- Judy Snow, Class Manager

Introductions



- As we will be spending important time together, please introduce yourself to the learning community....
- The facilitator will begin...

Learning Community Session 3



Discussion:

Chapter 4. The Drivers of Formative Assessment:
Learning Goals and Success Criteria (Heritage)

Or

Chapter 4: Eliciting Evidence of Learner's Achievement
(Wiliam)

And

Formative Assessment

And

Formative Feedback

Objectives:

- *Focus on learning progressions, learning goals and criteria for success.*
- *Understand the importance of having clear conceptions of learning from which learning goals and success criteria are developed.*
- *Selection of formative assessment strategies to match learning goals and success criteria to benefit learning.*



Three interrelated conditions for formative assessment:



- Teachers and students must:
 1. Possess a concept of the standard (goal);
 2. Compare the actual (current) level of performance with the standard; and
 3. Engage in appropriate action which leads to some closure of the gap (Sadler, 1989, p. 121).

Improving learning through formative assessment depends on five key factors:

1. Effective feedback to students
2. Students involvement in their own learning
3. Adjustment of teaching because of assessment
4. Recognition of the influence that formative assessment has on the motivation and self-esteem of students
5. The need of students to be able to assess themselves and understand how they can improve
 - Black and Wiliam (1998)



Key Strategies



- Clarifying, sharing, and understanding learning intentions and criteria for success
- Engineering effective classroom discussion, activities, and learning tasks that elicit evidence of learning
- Activating learners as instructional resources for one another
- Activating learners as the owners of their own learning

(Leahy, Lyon, Thompson, & Wiliam, 2005)

Learning Progressions

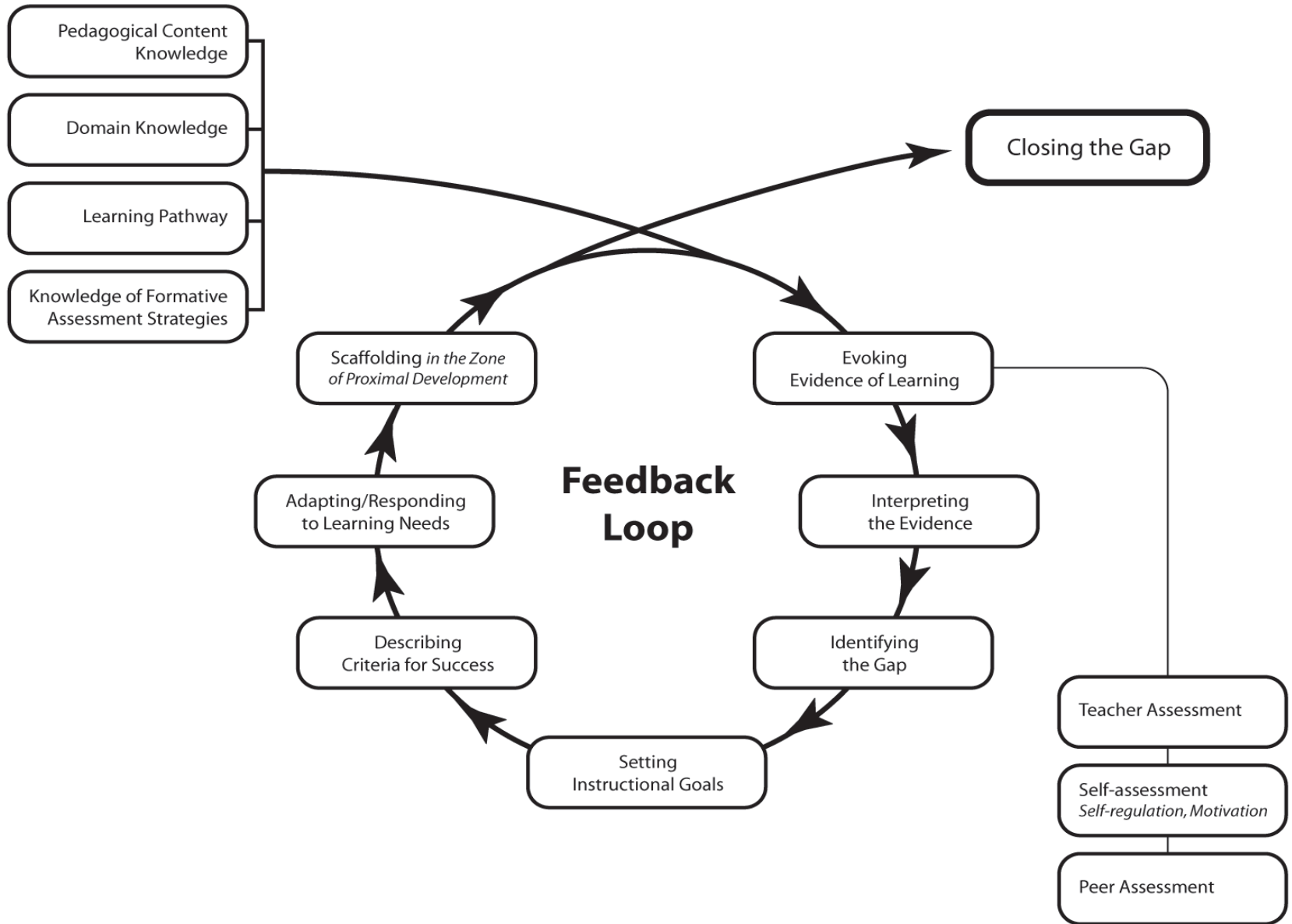
- What are learning progressions?
 - Learning progressions describe in words and examples what it means to move over time toward more expert understanding. Learning progressions depict successively more sophisticated ways of thinking about an idea that might reasonably follow one another as students learn (Paul D. Nichols, 2010).



Standards

- Standards can be disconnected and have too many strands that stand alone versus being connected on a trajectory of learning.
- Is this true for the standards in your content area?
- Most standards describe what, not how, students should progress towards learning the standard(s).





Pedagogical Content
Knowledge

Domain Knowledge

Learning Pathway

Knowledge of Formative
Assessment Strategies



Evoking Evidence of Learning



Evoking
Evidence of Learning

Teacher Assessment

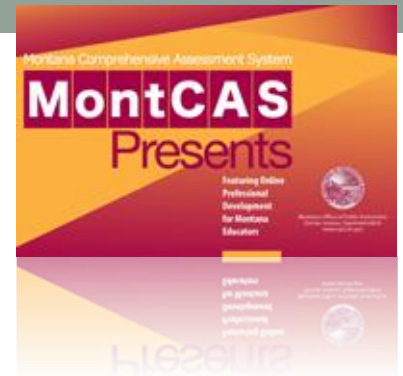
Self-assessment
Self-regulation, Motivation

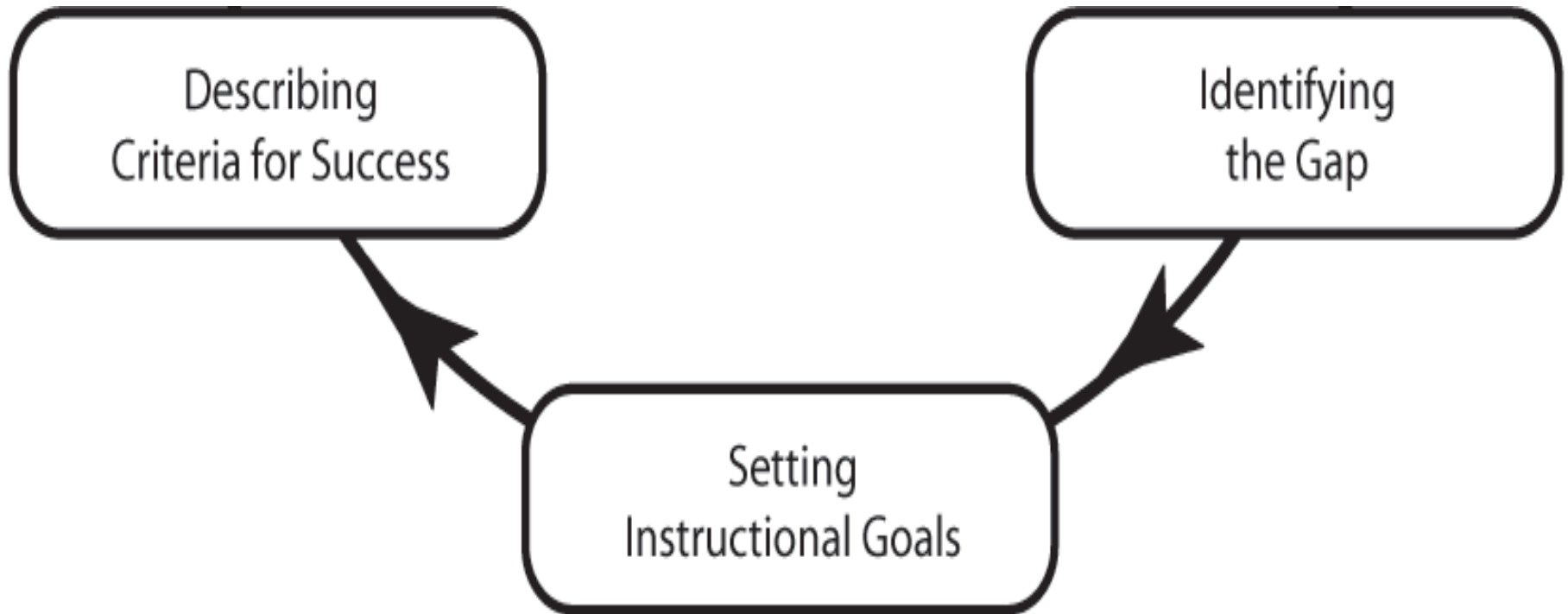
Peer Assessment

Evoking
Evidence of Learning

Interpreting
the Evidence

Identifying
the Gap

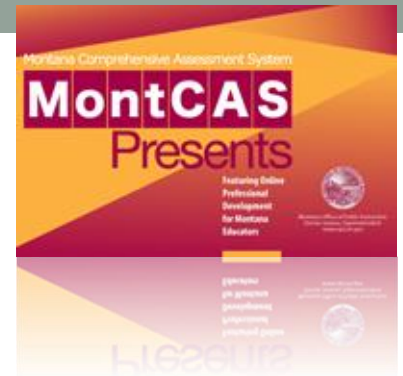




*Scaffolding in the Zone
of Proximal Development*

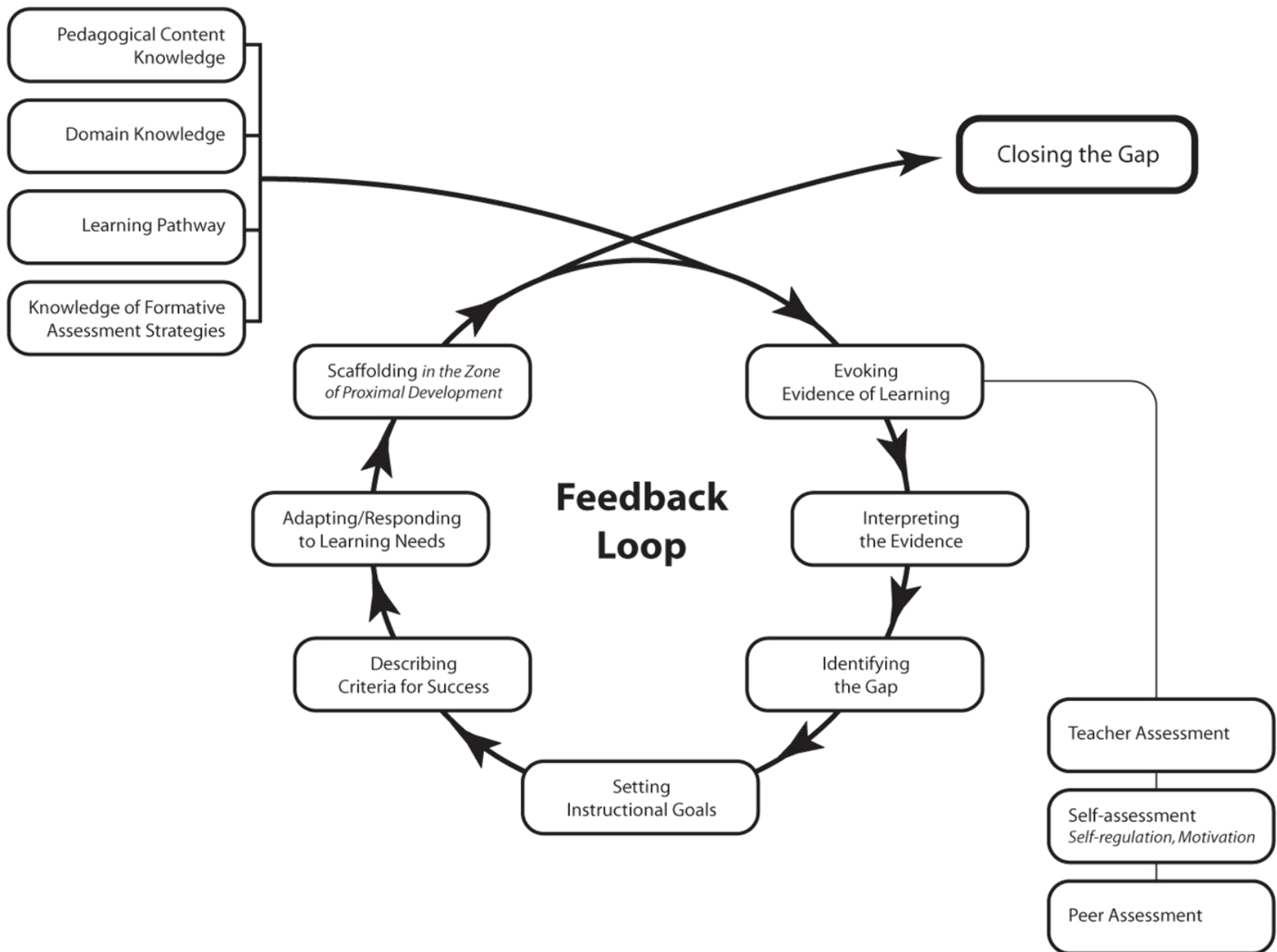
Adapting/Responding
to Learning Needs

Describing
Criteria for Success





Closing the Gap



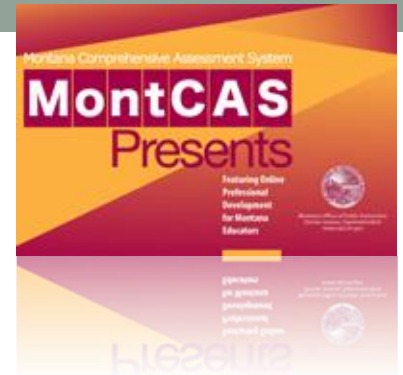
Types of Feedback

- Oral
 - Positive, pupil friendly language
 - Specific, concise
 - Focused on learning objective and success criteria
 - Interactive
 - Use scaffolding prompts
 - Question pupils to help them think of ideas
 - Use positive body language
 - Encourage pupils to write down key points



Questioning

- Open and closed
- Wait time (5-10 seconds)
- Strategies
 - Use pairs and groups with a spokesperson
 - Higher order thinking skills
 - Pose—Pause—Pounce—Bounce
 - Discussion and Diagnostic Questions
 - Questions should cause thinking/assist teacher



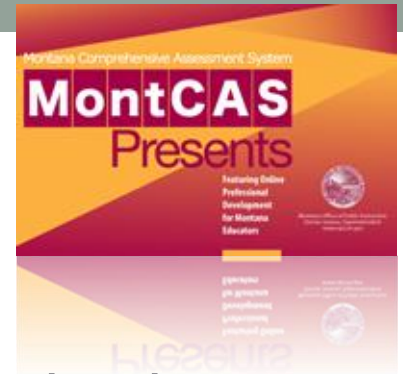
Assessment aids

- Self-assessment
- Peer assessment
 - Respect
 - Be positive
 - Be specific
 - Help one another
 - Listen
 - Be supportive



Pupil voice

- Encourage student interaction about their learning by utilizing
 - Interviews
 - Lesson reviews
 - Questionnaires
 - Learning logs
 - Pupil conferences



Assessment for Learning is:



- The practice of looking for and interpreting evidence to use by both teachers and students to determine where the learners are, where they need to go and how best to get there (Learning Bulletin, page 6).

Summary



- Learning progressions describe a pathway of learning for students and teachers
- Explicit learning progressions can assist teachers to plan instruction and formative assessment
- Learning goals and success criteria drive the process of formative assessment
- Success criteria are checks on learning that students can use as they monitor their own learning
- Learning goals and success criteria need to be communicated to students in language they can understand

Thanks for your active participation!

- Please send additional comments, questions, or feedback to me at stevie@bresnan.net.

